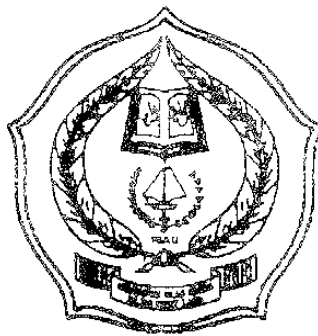


STUDENTS' ABILITY FOR ENGLISH READING COMPREHENSION
AT THE SECOND YEAR OF NATURAL SCIENCES PROGRAM
OF MAN 1 PEKANBARU

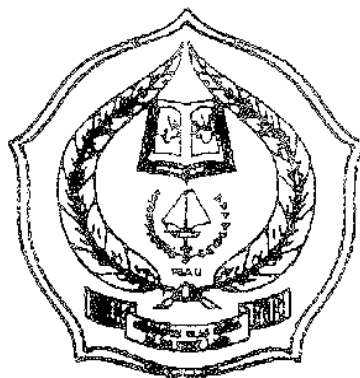


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STUDENTS' ABILITY FOR ENGLISH READING COMPREHENSION
AT THE SECOND YEAR OF NATURAL SCIENCE PROGRAM
OF MAN 1 PEKANBARU

Thesis
Submitted to fulfill one of requirements for
Undergraduted Degree in Education (S.Pd)



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ABSTRAK

Judul penelitian ini adalah “Kemampuan Dalam Pemahaman Membaca Siswa Di Kelas II Jurusan IPA MAN 1 Pekanbaru. Subjek dari penelitian ini adalah siswa di kelas II jurusan IPA MAN 1 Pekanbaru. Objek dari penelitian ini adalah kemampuan dalam pemahaman membaca siswa, dalam penelitian ini penulis telah merumuskan tujuan dari penelitian ini sebagai berikut:

- a. Untuk mengetahui sejauh mana kemampuan dalam Pemahaman membaca siswa di kelas II Jurusan IPA.
- b. Untuk menemukan sebab-sebab apa yang mempengaruhi kemampuan dalam pemahaman membaca siswa di kelas II Jurusan IPA MAN 1 Pekanbaru.

Untuk memperoleh data dari penelitian ini, peneliti mengukurnya dengan menggunakan 2 jenis alat yaitu Tes dan Pertanyaan –pertanyaan, setelah data di peroleh kemudian penulis menganalisa dengan menggunakan rumus sebagai berikut:

$$M = \frac{FX}{N} \times 100$$

$$M_x = \frac{\sum FX}{N}$$

Untuk mengkatagorikan tingkat kemampuan dalam pemahaman siswa kelas II jurusan IPA penulis mengkatagorikannya dengan sebagai berikut:Buruk, Cukup, Cukup bagus, Bagus, dan Istimewa. Berdasarkan data analisis penulis membuat kesimpulan bahwa, siswa di kelas II jurusan IPA Man 1 Pekanbaru di katagorikan dalam taraf/ level Buruk dengan jumlah rata-rata 55, 37.

ABSTRACT

The title of this research is "*STUDENTS' ABILITY FOR ENGLISH READING COPREHENSION AT THE SECOND YEAR OF NATURAL SCIENCE PROGRAM OF MAN 1 PEKANBARU*". Subject of this study is second year student of natural sciences program MAN 1 PEKANBARU, object of this research is students' ability in reading comprehension.

In this study the writer was formulate the objectives of this research as follow:

- a. To Know how is the students' ability in reading comprehension at the second year of natural science program of MAN 1 PEKANBARU.
- b. To Find out what factor influencing the students' ability for english reading comprehension at the second year of natural sciences program of MAN 1 PEKANBARU.

In order to get data of this research, the research use to of research instruments they are test and questionnaires. After the data obtained, then the written analyze the data by using the formula as follow:

$$M = \frac{FX}{N} \times 100$$

$$M_x = \frac{\sum FX}{N}$$

To categorize the level of students' ability in reading comprehension, the writer categorize as follow: **Poor, Fair, Fairly good, Good And Excellent.**

Base on the data analysis, the writer can make conclusion that the students' ability in reading comprehension at the second year of natural sciences program of man 1 pekanbaru is categorized into **poor** level whit average score is **55, 37.**

ملخص

موضوع:

هذا البحث قدرة التلميذ على فهم القراءة في الفصل الثاني لقسم علوم الطبيعيات بالمدرسة العالية الحكومية ١ باكن بارو.

وشخص البحث تلاميذ فصل الثاني قسم علوم الطبيعيات العلمية بالمدرسة العالية ١ باكن بارو وموضوع قدرة التلميذ على فهم القراءة.

١- لمعرفة كيف قدرة التلميذ فصل الثاني لقسم علوم الطبيعيات على فهم القراءة.

٢- لنيل العوامل المؤثرة على قدرة التلميذ في فهم القراءة لفصل الثاني بقسم علوم الطبيعيات في المدرسة العالية الحكومية ١ باكن بارو .

ولنيل بيان البحث عملت الباحثة بالتين منهما الامتحان والسؤال فبعد ها حلت الباحثة باستعمال الرمز :

$$M = \frac{fx}{N} \times 100$$

$$Mx = \frac{\sum FX}{N}$$

ونتجت القدرة في فهم القراءة بالامور الاتية : مردود , مقبول , جيد , جيد جدا , وممتاز . و اسس التحليل فخلصت

ان التلميذ فصل الثاني لقسم علوم الطبيعيات بالمدرسة العالية الحكومية ١ باكن بارو على فهم القراءة بنتيجة

مردود بمعدل ٣٥ . ٥٥

LIST OF CONTENT

ABSTRACT
THE APPROVAL PAGE
PREFACE
CONTENT
LIST OF TABLE
LIST OF APPANDIX

CHAPTER I **INTRODUCTION**

1. Background of the problem
2. The reason for choosing the title
3. Definition of terms
4. Problem
 - a. Identification of the problem
 - b. Limitation of the problem
 - c. Formulation of the problem
5. The objective and significance of the research
 - a. The objective of the research
 - b. The significance of the research

CHAPTER II **THE REVIEW OF LITERATIRE**

1. Some theories about reading comprehension
2. The definition of reading comprehension skill
3. The purpose of reading
4. The abilities of reading comprehension
5. The main ways of reading
6. Reading skills
7. The component of reading comprehension
8. Reading comprehension on internet
9. The factor influence student learning process and achievement
10. Relevant research
11. Operational concept

CHAPTER III

RESEARCH METHODOLOGY

1. Research design
2. Location of the research
3. Object and subject of the research
 - a. Object of the research
 - b. Subject of the research
4. Population of the sample
5. Technique of the collection
6. Technique of the data
7. The reliability of the test

CHAPTER IV

DESCRIPTION AND DATA ANALYSIS

1. Data presentation
 - a. Test
 - b. Questionnaire
2. Student 's ability in reading comprehension
 - a. Factors influencing student's ability un reading comprehension
 - b. The data analysis
 - c. The factors influence student's reading comprehension

CHAPTER V

CONCLUSION AND SUGGESTION

1. The conclusion of the research
2. Suggestion
 - a. Suggestion for teacher
 - b. Student for student

BIBLIOGRAPHY

CHAPTER I

INTRODUCTION

A. Background of the Problem

As a matter of fact, English plays a prominent role in all life sectors in the world. All countries regard English as an important means of communication for international relationships. By mastering English, one can gain and elicit information from all over the world. Nowadays, the mastery of English is a must if we do not want to be left out, especially in terms of information and technology.

Like in other countries, English has been the most dominant foreign language taught in Indonesian educational institutions. Thus, English is viewed as the first foreign language so that it becomes a compulsory subject either at schools or universities. The goal of teaching English at schools and Universities is to make students capable of listening, reading, speaking and writing.(Syafi'i : 2007: 97).

As written above, reading is one of the four language skills taught as a compulsory subject at schools or universities. Reading is taught either at the first year students or third year students at MAN 1 Pekanbaru.

According to Grellet (1981:4), there are two main reasons why we read, those are:

1. Reading for pleasure
2. Reading for information

According to Kelly and Mc Mahon (1979:9) a common purpose in reading is to find some information. In addition, Grellet (1981:4) elaborates the main ways in reading as follows:

- Skimming (quickly running one's eyes over a text to get the gist of it)
- scanning (quickly going through a text to find a particular piece of information).
- Extensive reading (reading longer texts, usually for one's own pleasure, mainly involving global understanding).
- Intensive reading (reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail).

By looking at the reasons why we read above, the writer can conclude that reading is one of the tools in getting information. We can master English because we read. Let us try to analyze and read Quran, in the first verse of al-Alaq chapter which is the first verse of it is said that *Iqraq bismirobikallazi qholak* (Alquran: chapter 96:1) It means "read by saying the name of Allah who creates". If we try to analyze the meaning of the verse, we will know that reading is the key to get sciences. We can master English because we read, we can get knowledge because we read, and we can master many sciences because we read and so forth.

Because there are so many materials those readers need to read, readers try to find the materials to library, bookstores, etc.

MAN 1 Pekanbaru is one of the schools existing in Indonesia that performs religious lessons and sciences. Reading subject is one of the compulsory subjects that are taught at this school. Even though the students have been studying reading for three years at Junior high school and two year in senior high school, most of the

students still have low proficiency in reading comprehension. Especially in understanding reading components is far from expectation. It can be from the symptoms and Phenomena as follows:

1. Students of MAN 1 Pekanbaru learn English especially reading since they were in Junior high school.
2. Some of students still encounter problem to define reading components.
3. Some of the students still have low proficiency in reading comprehension.
4. Some of them have good reading comprehension.

But the phenomena above had never been researched scientifically and accurately. Thus the writer regards to conducting a research on this area because it is still very important. Therefore, the writer feels very important to carry out a research entitled: **Students' Ability for English Reading Comprehension at the Second Year of Natural Science Program of MAN 1 Pekanbaru**

B. The Reason for Choosing the Title

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

- a. The problem are very interesting and challenging to be investigated in term of teaching and learning reading at MAN 1 Pekanbaru, and the writer wants to know how students' reading comprehension is.
- b. As far as the writer is concerned, this reseacrh title has never been investigated by any reseachers.

c. The Definition of Terms

- a. Ability is the skill that is had by anyone to do something. There is low ability, medium and high or good ability.
- b. Reading comprehension
 - a. Reading comprehension is an understanding towards what the writer wants to tell or express to the readers.
 - b. Reading comprehension is a process whereby a message intended by a writer is recognized by the reader against the background of information already stored in the reader's memory.
 - c. Reading comprehension is that understanding a written text means extracting the required information from it as efficiently as possible. Grellet (1981:3).

d. The Problem

Based on the description and the phenomena above, it can be seen that english teacher of Man 1 Pekanbaru has took the students well, but some students of MAN 1 pekanbaru still have low ability to identify the components of reading comprehension.

But this problem has never been researched scientifically by any researcher. This problem was revealed just from observation, so that a research about this problem is very important to be done.

1. Identification of the Problem

Based on the background and the phenomena of this research the problems identified in the following identifications:

- a. How is the students' ability in identifying the components of reading comprehensions?
- b. Why are do some of the students still have low proficiency in rending comprehension?
- c. How is the students' mastery in each reading components?
- d. How to improve their reading comprehension?

2. Limitation of the Problem

To avoid some misunderstanding of this research, thus the writer needs to limit the research problems. The problem in this research will be focused on:

- a. Reading comprehension of natural science program of MAN 1 Pekanbaru.
- b. Factors influence for students' comprehension in reading.

3. Formulation of the Problem

Based on the limitation of the problem stated above, thus the problem of this research will be formulated in the following research questions:

- a. How is the reading comprehension of natural science program students of MAN 1 Pekanbaru?
- b. What factors influenced students' reading comprehensions?

e. The Objective and Significance of the Research

a. The Object of the Research

This research also intends to find out the answers of the problems depicted above. Specifically this research intends:

- a. To find out how the reading comprehension of natural science program students of MAN 1 Pekanbaru is
- b. To find out the factors influence students' reading comprehension

b. The Significance of the Research

Besides the specific objectives above, this research is directed to provide a scientific investigation on the reading comprehension of natural science program students of MAN 1 Pekanbaru. The research findings are expected to be able in giving some contributions to the English teacher in the process of teaching and learning English, especially for those who have great concerns in the teaching of reading as a foreign language.

CHAPTER II

REVIEW OF LITERATURE

A. Some Theories about Reading Comprehension

There are four skills of language, there are: listening, speaking, reading, and writing. (Brown:1994:217). According Richard Jack, Platt John, and Platt Heidi (1985: 306), there are some definitions of reading as follows:

1. Perceiving a written text in order to understand its contents. It can be done silently (silent reading). And the result of it is called reading comprehension
2. Pronounce a reading text loudly (oral reading). It can be done without understanding the contents.

B. The Definition of Reading Comprehension Skill

Reading comprehension is a process whereby a message intended by a writer is recognized by the reader against the background of information already stored in the reader's memory. (Wenden:1987, in Javrina: 7). in addition, reading comprehension is understand a written text means extracting the required information from it as efficiently as possible. (Grellet: 1981:3). Reading comprehension thinking basic componen of comprehension,when we are rand many number in sililar (As Margared :1981:153). reading a book we have to se relationship,make comparison, follow squece of event, and engage Futther more reading comprehension skill is the process of understanding and constructing meaning from a piece of text.

(Referenceforbusiness.Com, 2007).As Haris say that let being with the premise that reading comprehension is improved when a child read a book a topik that interes him.

C. The Purpose of Reading

As a common, every people in the world have purpose when making something. So do reading, reading also has some purposes. As we know reading is one of the ways in getting information which is presented in written form. By reading and mastering English, one can gain information from all over the world.

By reading and mastering English, one can gain information from all over the world. According to Grellet (1981:4) there are two purposes of reading, those are:

1. Reading for pleasure
2. Reading for getting information

In addition, William (1984) in McDonough (1983) in Jarvina (2005: 14), stated three purposes of reading. They are:

1. To get general information
2. To get specific information from the text
3. Read for pleasure for interest.

From the elaboration of the reading purposes above the, writer can conclude that there are two main purposes of reading: the first is for getting information, and the second is for pleasure or interest.

D. The Abilities in Reading Comprehension

In reading a reader should have some abilities in reading a language. Some of the abilities needed in a language include at least the followings:

1. Language and graphic symbols

Comprehending is large percentage of the lexical items occurring in no specialized writing and being able to derive the meaning of unfamiliar items or special uses of common items from the context in which they occur.

- a. Understanding the syntactical pattern and morphological forms characteristic of the written language and following the longer and more involve stretches of language (sentences and sequences of sentences) occurring in formal writing.
- b. Responding correctly to the graphic symbols of writing (e.g. punctuation, capitalization, paragraphing, italicizing) used to convey and clarify meaning.

2. Ideas

- a. Identifying the writer's idea and the central idea.
- b. Understanding the subordinate ideas which support the thesis.
- c. Drawing correct conclusions and valid inferences from what is given.

3. Tone and style

- a. Recognizing the author's attitude toward the subject and the reader: understanding the tone of the writing.
- b. Identifying the methods and stylistic devices by which the author conveys his ideas. (David P. Harris 1996: 53).

To help the students to develop their ability in reading proces in teaching an learning proces will involved these phases are:per-reading,while-reading,and pos

reading activities. Moreover, teacher will be implement the following steps on their teaching and learning process:

a. Pre-reading

Pre-reading activity is the activity before reading process than, the aims of this are:

1. To introduce and arouse the interest of students to the topic. In this case, the teacher introduces to the students about the topic, which they will discuss in English class.
2. To motivate the students to give a reaction for the reading text. Teacher can ask the students some question related to topic, like; what do you know about.
3. To provide some language preparation for the text, in this term, teacher can show some language preparation, such as: the word, phrases, or sentences that can be used to lead the students' attention to the material.

b. While-reading

While reading activities is a core of lesson, what is done in this phase is to development of the students in reading skill. In this phase the students are divided into groups. For example, the students to find out the purpose of the general idea of reading text.

Post-reading

Post-reading is activities done by students that conclude the all of the reading text by using the real of life.They can share the idea of the paragraph,knowlagde based on the reading text.

E. The Main Ways of Reading

According to Grellet (1981:4), there are four main ways of reading. Those are:

1. Skimming:

Skimming to read quickly over a text to get the gist of idea

2. Scanning

Scanning to read quickly through a text to find a particular piece of information.

3. Extensive reading

Extensive reading is reading longer texts, usually for pleasure. This is a fluency activity, mainly involving global understanding.

4. Intensive reading: reading shorter texts to extract specific information.

The different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what is about before deciding whether it is worth scanning a particular paragraph for the information that is looked for.

F. Reading Skills

According to Grellet (1985: 5) reading involves a variety of skills. The main skills of reading are listed below:

1. Recognize the script of a language
2. Deducing the meaning and use of unfamiliar lexical item
3. Understanding stated information explicitly
4. Understanding information when not explicitly stated
5. Understanding the conceptual meaning
6. Understanding the communicative value (function) of sentences and utterance
7. Understanding relations within the sentence
8. Understanding relations between parts of a text through lexical cohesion devices.
9. Interpreting text by going outside it
10. Recognize indicators in discourse
11. Identifying the main point or important information in a piece of discourse
12. Distinguish the main idea of supporting detail
13. Basic reference skill
14. Skimming
15. Scanning to locate specifically required information
16. Transco ding information to diagrammatic display
17. Extracting salient point to summarize (the text, and idea etc)
18. Selecting extraction of relevant points from a text.

G. The Component of Reading Comprehension

There are some reading components that should be focused in comprehending reading texts. King and Stanley in Dafrizal (2001, in Javrina 2005: 15) state that there are five reading components that may help students to read carefully. Those are:

1. Finding factual information

Factual information requires reading to scan specific details. Taringan (1980) in Yaimin (2006:12) says that while reading, the reader must be able to recognize the factual information in detail such as person, places, events, and time.

2. Main idea

Reading is concerned with meaning to a greater extent than it is with form. An efficient reader not only understands the ideas but also the relative significance as expressed by the author. In other words, some of the ideas are super ordinate (more important) and others are subordinate (less important).

Taringan in Yaimin (2006:12) (1980:10) says that the main idea of a paragraph consisting of many sentences and selects the main idea not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph. Sometimes the main idea is not stated clearly but just implicitly.

3. Reference

The authors use reference aim to avoid repeated words or phrases. Recognize references and being able to identify the word or phrase to which they refer will help the reader to understand the reading passage.

4. Inference

Understanding is one of the most important aspects in reading although writers do not write out everything they expect to readers' understanding. It is sometime not necessary and not desirable from the writer's point of view. Writers use language efficiently and recognize what can be inferred from their sentence. In other words, an efficient reader is a reader that is able to understand those implications.

5. Restatement

The last view questions of the reading comprehension is to ask the reader to recognize which of the four possibilities best restated the meaning of a given sentence.

Based on the explanation above, there are five reading components that give meaningful contribution to the students in comprehending a reading text

H. Reading Comprehension on Internet

Sources of reading difficulties for many students can be biological, instructional, or even environment. Technology can influence our understanding of the cognitive traits commonly associated with both strong and struggling readers. Recently, computer-supported environments have been found to engage readers

labeled “at Risk” or learning disabled in ways that may help compensate for inadequate reading ability. Coiro (2007)

CNN Learning Resources demonstrates the potential of internet based cognitive reading supports can help students make progress in comprehension. Reading comprehension on internet expands our understanding of reading comprehension. The internet, in particular provides new text formats, new purpose of reading, and new ways to interact with information that can confuse and overwhelm people taught to extract meaning from only conventional print. Proficiency in the new literacy of the internet will become essential to our student’ literacy future. International Reading Association (2001) in Coiro (2007).

I. The Factors Influence Students in Learning Process and Achievement

Reading is a proces which is complex between author with writer, and the message that conveyed between authors to reader. There are two factors influence students in learning process and their achievement those are internal and external factors. Ngalim Purwanto (1990:106) states that there are two main factors those influence students in learning and achieving those are:

1. External factors which include to environmental (natural and social factors) and then instrumental factors those comprise of curriculum, teacher, facilities, management and administration.
2. Internal factors which include to psychological aspects those are intelligent, attitude, interest, talent, and motivation.

3. Internal factors come from students that include all the person.in additional,there factors also be clasify in to;inteligent(IQ),motivation,attitude and the purpose of reading.
4. External factors are the factors that come from out side of the economi,background,reading fasilities and reading habits (Nurdi:1987:13).the are some problems that influences toward the readig: low of speed reading,the purpose of reading,the students dont's have motivation in reading,the students find to read speed and effective in reading.

J. Relevant Research

The relevant research that is taken by writer is a research that was ever conducted by Suamdianto: (2008). The title of the research is “Students’ ability in identifying major and minor supporting idea in reading text”. The conclusion of the research is the students’ ability in identifying major and minor supporting idea are still poor. It is proved by finding the average score of students is 48.30. Generally 0-59 categorized into poor level.

According to Syafii(2007:122). Stated that relevant research required to observe some provious researches conducted by other researcher in which they are relevant to out research it self. Beside, we have to analiyze that the poin that was focuse on,inform the designs,finding on the conclution of the provise research.

Ismi Mariaty(2005).in her research,she focuses on the effect of activating schemata on reading comprehension of the first year of SMA 1 Bangkinang.Activating schemata is one of the good techniques, in which having schemata before reading activities is very important do to it will help the readers to understand and to improved their reading comprehension.Schemata needs to diagnose students prior knowledge and provide necessary,background knowledge,so they will be prepared to understand that to will read,the are several procedure that have to the before reading in passage that of:d

- a. Introducing key concept to students using a word,phrase,or picture to initiated a discussion
- b. Having students brainstorm word about the topic and record the ideas onpre the chart
- c. Presenting additional vocabulary draw picture and write a quick-write about topic using word from the brainstormed list

Sri Wastuti(2005) in her research focus on the effective elaborate strategic reading to word the second year of students reading comprehension achievement at SLTPN 20 Pekanbaru. She found that the mean score of experimental group which in taught by using elaborative strategic reading is 82.75. while the mean score of control group which is took by using traditional classroom is 75.75. that is mean there is any significance difference between collaborative strategic reading for reading comprehension achievement and using traditional reading classroom method for the

reading comprehension achievement. Furthermore, t -test in this research is 3.5 and t -table is 2.00.

She is concluded that based on the analysis data, it has proved that the reading activities in the classroom is good. The average percentage after calculating is 76.9%, and the students enough showed by average percentage is 62.75%. moreover, the data analysis has proved that there is now correlation between teaching reading activities and students reading achievement at the second year students of SMA 2 Rambah Hilir. The null hypothesis is accepted whether at 5% significant level is 0.273 or at 1% significance level are 0.354. The coefficient of observed in correlation between teaching reading achievement and students reading achievement is 0.015.

K. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding.

This research is a descriptive study. There is only one variable used in this research. In this research the writer try to find reading comprehension of the second year students of natural sciences program of MAN 1 Pekanbaru.

The reading comprehension of the second year students of natural sciences program of MAN 1 Pekanbaru can be seen in the following indicators:

1. The students are able to find factual information in a passage
2. The students are able to determine the main idea in a passage
3. The students are able to make inference of a passage
4. The students are able to identify the reference of word or phrase in reading a passage
5. The students are able to restate the idea in reading a passage.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method be used in this research was descriptive research. It has only one variable which describes the analysis of the reading comprehension of the second year students of natural sciences program of MAN 1 Pekanbaru

B. Location and Time of the Research

The location of this research was at MAN 1 Pekanbaru. The reason why the writer chose this location is that because reading course is also taught at this School as one of the major courses. This research was conducted on April to July 2009.

C. Object and Subject of the Research

1. Object of the research

The object of this research was the students' ability in reading comprehension and the aspects investigated are as follows:

- a. Reading comprehension of natural sciences program students of MAN 1 Pekanbaru
- b. The factors those influence students' reading comprehension.

2. Subject of the Research

The subject of the sources of data of this research is the students of the second year of Natural sciences Program of Man 1 Pekanbaru

D. Population and Sample

The populations of this research were 107 second year students of natural science program of MAN 1 Pekanbaru

The technique used in this research was random sampling; the specification of the population can be seen on the table below:

TABLE II
THE NUMBER OF SECOND YEAR STUDENTS OF MAN 1
PEKANBARU IN ACADEMIC YEAR 2008/2009

No	Class	Population			Sample
		Female	Male	Total	
1	2 IPA I	22	13	35	9
2	2 IPA II	24	11	35	9
3	3 IPA III	21	16	37	9
		67	40	107	27

Based on Arikunto (1997:112) if the numbers of population are more than 100 respondents, a researcher can took 10% - 15% or 20%- 25% of them or more. Thus,

in this research the writer takes 25% of the population to be sample. It was about 27 students.

E. Techniques of Data Collection

In this research, were two kinds of instruments used to collect the needed data. Those are:

1. Test. The test was conducted to measure the students' reading comprehension.
2. Questionnaire. The questionnaire was conducted to find the factors those influence the students reading comprehension.

F. Technique of Data Analysis

1. The writer analyzed the data that has been gained based on Sudjiono's book (1996:242) as follows:

$$p = \frac{f}{N} \times 100\%$$

Note: P = the Percentage

F = the Frequency

N = the Number of Respondents

To find out the average score of the students' ability in reading comprehension, the writer used the formula as follows:

$$Mx = \frac{\sum FX}{N}$$

Where: Mx = mean Score

$\sum fx$ = correct answer time to frequency

N = Total of respondents

(Hartono:51)

And the writer used Harris' formula to categorize the levels of students' ability in reading comprehension. The formula as follows:

90-100 excellent

80-89 good

70-79 fairly to good

60-69 fair

0-59 poor

2. The calculate of items difficulty

Item difficulty shows how easy or difficult the particular test can be proved. The index of difficulty (P) is expressed as the percentage of the students who answer the items correctly. It was calculated by using the following formula:

$$P = \frac{\sum Cr}{N}$$

Where P : Difficulty proportion correct

$\sum Cr$: The sum of correct answer

N : The Number of examinees

Heaton (1987 in Nur 2006: 14,in Maria 2007:22) states that a test can be accepted if the degree of difficulty (P) is among 0.30-0.70. And it is rejected if the degree of difficulties is lower than 0, 30 (difficult) or higher than 0, 70 (easy)

From the calculation by using the formula above, the researcher found that there were 3 questions test rejected. Those are; item number 4, and 11. It was rejected because it was easy. See the appendix 9 for more explanation.

G. The Reliability of The Test

According to Heaton(in Dina Shadewi,in Limrah,2006: 48) the reliability of the test is calculated by using the formula as follows:

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{Nx^2} \right)$$

r_{ii} = Reliability of the test

N = The item number of the test

M = The mean of try out

X = The standard deviation of the test

From the calculation by using the formula above, the writer gets that the reliability of the test of variable Y is 0,927 (the reliability is very high).

The reliability of the test is considered as follows:

0.00 – 0.20	Reliability is low
0.21 - 0.40	Reliability is sufficient
0.41 – 0.70	Reliability is high
Over 0.70	Reliability is very high.

The Mean Deviation of Try out

Table III

No	Students	Score	Mean Deviation	Squared (d2)
1	1	90	34	1156
2	2	80	34	1156
3	3	80	24	576
4	4	75	19	361
5	5	75	19	361
6	6	70	14	196
7	7	70	14	196
8	8	70	14	196
9	9	65	9	81
10	10	65	9	81
11	11	60	4	16
12	12	60	4	16
13	13	55	-1	1
14	14	55	-1	1
15	15	50	-6	36
16	16	50	-6	36
17	17	50	-6	36
18	18	50	-6	36
19	19	45	-11	110
20	20	45	-11	110
21	21	40	-16	256
22	22	40	-16	256
23	23	35	-21	441
24	24	35	-21	441
25	25	30	-26	676
26	26	25	-31	961
27	27	20	-36	1296
total	N=27	1495		9049

1. The formula used to find out mean score of the try out is as follows:

$$M = \sum \frac{Fx}{N}$$

$$M = \frac{1495}{27}$$

$$M = 56$$

2. The formula used to find out the standard deviation is as follows:

$$SD = \sqrt{\frac{\sum d^2}{N}}$$

$$= \sqrt{\frac{9049}{27}}$$

$$= \sqrt{335}$$

$$= 18.30$$

3. The formula used to find out the reliability of the students' ability in reading comprehension is as follows:

$$N = 34$$

$$M = 50$$

$$X = 18.30$$

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{NX^2} \right)$$

$$= \frac{27}{27-1} \left(1 - \frac{56(27-50)}{27(18.30)^2} \right)$$

$$= \frac{27}{26} \left(1 - \frac{(1288)}{9081.55} \right)$$

$$= 1.03 (1 - 0.14)$$

$$= 1.03 (0.86)$$

$$r_{ii} = 0.88 \text{ (very high)}$$

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The presentation of statistical analysis will be shown here to give a clear presentation of the research result. This presentation will fulfill the answers of the research questions.

1. Test

The test was used to find out the students' ability in reading comprehension at the second year of natural sciences program of MAN 1 Pekanbaru.

2. Questionnaires

The questionnaire was used to find out the factors influenced students' reading comprehension at the second year of natural sciences program students of MAN 1 Pekanbaru. The questionnaire consists of 15 items measured by using likert scale (always, often, sometimes, seldom and never).

B. Students' Ability in Reading Comprehension.

The following data is presented as a result of the test that is focused on the students' reading comprehension. The data is as follow:

No	Students	Correct answer	Score
1	1	18	90
2	2	18	90
3	3	16	80
4	4	15	75
5	5	15	75
6	6	14	70
7	7	14	70
8	8	14	70
9	9	13	65
10	10	13	65
11	11	12	60
12	12	12	60
13	13	11	55
14	14	11	55
15	15	10	50
16	16	10	50
17	17	10	50
18	18	10	50
19	19	9	45
20	20	9	45
21	21	8	40
22	22	8	40
23	23	7	35
24	24	7	35
25	25	6	30
26	26	5	25
27	27	4	20

The table above shows that the highest score of 20 items test is 90 and the lowest score is 20.

The recapitulation of students' ability in reading comprehension

Table V

No	x	f	FX	P
1	90	2	180	7.40 %
2	80	1	80	3.70 %
3	75	2	150	7.40%
4	70	3	210	11.11%
5	65	2	130	7.40 %
6	60	2	120	7.40%
7	55	2	110	7.40%
8	50	4	200	14.80%
9	45	2	90	7.40%
10	40	2	80	7.40%
11	35	2	70	7.40%
12	30	1	30	3.70%
13	25	1	25	3.70%
14	20	1	20	3.70%
		N= 27	1495 $\sum FX$	100 %

- 16 Students got different scores those are (90), (75), (65), (60), (45), and (35) with the percentage 7.40%.
- 4 students obtained the different score those are (80), (30), (25), and (20) with percentage 3.70%.

1. Factors Influencing Student's Ability in Reading Comprehension.

The data will be presented as a result of questionnaires that refer to the factors influenced students' ability in reading comprehension.

Table VI

I ask my friends when I get difficulty in understanding a paragraph in reading text

Option	Alternative	F	P
A	Always	6	22 %
B	Often	5	18 %
C	Sometimes	9	33 %
D	Seldom	5	18 %
E	Never	2	7 %
Total		27	100 %

The table above shows that 6 (22 %) student's answered always, 5 (18%) students answered often, 9 (33 %) students answered sometimes, 5 (18 %) students answered seldom, and 2 (7 %) students answered never asked their friends when they got difficulty in understanding a paragraph in reading text. The most of the respondents (33 %) answered sometimes. It means that the students sometimes asked their friends when they got difficulty in understanding a paragraph in reading text.

Table VII

I pay attention to the teacher's explanation about reading

Option	Alternative	F	P
A	Always	13	48 %
B	Often	6	22 %
C	Sometimes	4	15 %
D	Seldom	4	15 %
E	Never	0	0 %
Total		27	100 %

The table above shows that 13 (48 %) students answered always, 6 (22 %) students answered often, 4 (15 %) students answered sometimes, 4 (15 %) answered seldom, and none answered never. Most of respondents (48 %) answered always. It means that most of the students paid attention to the teacher's explanation.

Table VIII

The students are confused in determining main idea in reading text

Option	Alternative	F	P
A	Always	7	26 %
B	Often	11	41 %
C	Sometimes	5	18 %
D	Seldom	2	7 %
E	Never	2	7 %
Total		27	100 %

The table above shows that 7 (26 %) students answered always, 11 (41 %) students answered often, 5 (18 %) students answered sometimes, 2 (7 %) students answered seldom, and 2 (7 %) students answered never. Most of respondents 11 (41 %) students answered often. It means that they often confused in determining main idea in reading text.

Table IX

The students are confused to find factual information and identify reference in reading text

Option	Alternative	F	P
A	Always	5	18 %
B	Often	13	48 %
C	Sometimes	3	11 %
D	Seldom	2	7 %
E	Never	4	15 %
Total		27	100 %

The table above shows that 5 (18 %) students answered always, 13 (48 %) answered often, 3 (11 %) students answered sometimes, 2 (7 %) students answered seldom, 4 (15 %) answered never. Most of the respondents 13 (48 %) students answered often.

It means that most of the students confused in finding factual information and identifying reference.

Table X

Students confuse to make reference and restate the idea in reading text

Option	Alternative	F	P
A	Always	4	15 %
B	Often	12	44 %
C	Sometimes	4	15 %
D	Seldom	3	11 %
E	Never	4	15 %
Total		27	100 %

The table above shows that 4 (15 %) students answered always, 12 (44 %) students answered often, 4 (15 %) students answered sometimes, 3 (11 %) students answered seldom, and 4 (15 %) students answered never. Most of

respondents 12 (44 %) answer often. It means that they often confused to make reference and restate the idea in reading text.

Table XI

The teacher gives some techniques in comprehending reading text.

Option	Alternative	F	P
A	Always	4	15 %
B	Often	4	15 %
C	Sometimes	12	44 %
D	Seldom	3	11 %
E	Never	4	15 %
Total		27	100 %

The table above shows that 4 (15 %) students answered always, 4 (15 %) students answered often, 12 (44 %) students answered sometimes, 3 (11 %) students answered seldom, and 4 (15 %) students answered never. Most of respondents 12 (44 %) answered sometimes. It means that lecturer sometimes gives some techniques in comprehending reading text.

Table XII

The students learn reading text before the teacher gives explanation

Option	Alternative	F	P
A	Always	3	11 %
B	Often	13	48 %
C	Sometimes	4	15 %
D	Seldom	3	11 %
E	Never	4	15 %
Total		27	100 %

The table above shows that 3 (11 %) students answered always, 13 (48 %) students answered often, 4 (15 %) students answered sometimes, 3 (11 %)

students answered seldom, and 4 (15 %) students answered never. Most of respondents 13 (48 %) answered often. It means that most of the students often learn reading text before lecturer gives explanation about reading text.

Table XIII

The students get difficulty in understanding parts of the paragraph

Option	Alternative	F	P
A	Always	2	7 %
B	Often	14	52 %
C	Sometimes	4	15 %
D	Seldom	4	15 %
E	Never	3	11 %
Total		27	100 %

The table above shows that 2 (7 %) students answered always, 14 (52 %) students answered often, 4 (15 %) students answered sometimes, 4 (15 %) students answered seldom, and 3 (11 %) students answered never. Most of respondents 14 (52 %) answered often. It means that most of the students often got difficulty in understanding parts of the paragraph.

Table XIV

The students confuse in recognizing topic sentence

Option	Alternative	F	P
A	Always	3	11 %
B	Often	4	15 %
C	Sometimes	14	52 %
D	Seldom	4	15 %
E	Never	2	7 %
Total		27	100 %

The table above shows that 3 (11 %) students answered always, 4 (15 %) students answered often, 14 (52 %) students answered sometimes, 4 (15 %) students answered seldom, and 2 (7 %) students answered never. Most of respondents 14 (52 %) answered sometimes. It means that most of the students sometimes confuse in recognizing topic sentence.

Table XV

The students read kinds of books in order to improve their ability
in comprehending reading text

Option	Alternative	F	P
A	Always	2	7 %
B	Often	5	18 %
C	Sometimes	13	48 %
D	Seldom	5	18 %
E	Never	2	7 %
Total		27	100 %

The table above shows that 2 (7 %) students answered always, 5 (18 %) students answered often, 13 (48 %) students answered sometimes, 5 (18 %) students answered seldom, and 2 (7 %) students answered never. Most of respondents 13 (48 %) answered sometimes. It means that most of the students sometimes read kinds of book to improve their comprehending ability.

Table XVI

The reading books are available at the library

Option	Alternative	F	P
A	Always	2	7 %
B	Often	4	15 %
C	Sometimes	15	52 %
D	Seldom	5	18 %
E	Never	2	7 %
Total		27	100 %

The table above shows that 2 (7 %) students answered always, 4 (15 %) students answered often, 15 (52 %) students answered sometimes, 5 (18 %) students answered seldom, and 2 (7 %) students answered never. Most of respondents 15 (52 %) answered sometimes. It means that most of the students said that the reading books are sometimes available at the library.

Table XVII

The students have extra course to improve their reading skill

Option	Alternative	F	P
A	Always	4	15 %
B	Often	4	15 %
C	Sometimes	12	44 %
D	Seldom	4	15 %
E	Never	3	11 %
Total		27	100 %

The table above shows that 4 (15 %) students answered always, 4 (15 %) students answered often, 12 (44 %) students answered sometimes, 4 (15 %) students answered seldom, and 3 (11 %) students answered never. Most of respondents 12 (44 %) answered sometimes. It means that most of students sometimes have extra course to improve their reading skills.

Table XVIII

Students have enough time to review reading lesson at home

Option	Alternative	F	P
A	Always	2	7 %
B	Often	14	48 %
C	Sometimes	5	18 %
D	Seldom	2	7 %
E	Never	4	15 %
Total		27	100 %

The table above shows that 2 (7 %) students answered always, 14 (48 %) students answered often, 5 (18 %) students answered sometimes, 2 (7 %) students answered seldom, and 4 (15 %) students answered never. Most of respondents 14 (48 %) answered sometimes. It means that most of the students said that they often had enough time to review reading lesson at home.

2. The Data Analysis

The study is categorized into descriptive quantitative. The test constructed is the objective choices of a, b, c, and d. there were 20 items question given to the students. 5 score for one correct answer.

After collecting the data and computing the students' score, the writer classifies them in a table that shows the students' ability in answering the test. The classification of their ability level is applied as a reference in knowing how far the students' reading comprehension is. The students' ability is categorized to five levels namely; excellent, good, fairly good, fair and poor.

The students' reading comprehension

Table XIX

The average score of the students' reading comprehension.

No	X	F	FX
1	90	2	180
2	80	1	80
3	75	2	150
4	70	3	210
5	65	2	130
6	60	2	120
7	55	2	110
8	50	4	200
9	45	2	90
10	40	2	80
11	35	2	70
12	30	1	30
13	25	1	25
14	20	1	20
		N= 27	1495 $\sum FX$

The table above shows us the result of the test that had been given to the students. The highest score of the students is 90 (only two students achieve that score). One student achieved 80, two students got 75, 3 students got 70, two students get 65, two students got 60, two students got 55, four students got 50, two student got 45, two students got 40, two student got 35, one student got 30, one students got 25, and one students got 20. Then the highest score is 90, and the lowest is 20.

The mean score from the table above can be calculated as follows:

$$\begin{aligned}
 M_x &= \sum \frac{FX}{N} \\
 &= \frac{1495}{27} \\
 &= 55.37
 \end{aligned}$$

The average score that can be reached by the students in reading comprehension is 55, 37. It means that the students' ability in reading comprehension of the second year of natural sciences program of MAN 1 Pekanbaru is categorized POOR.

Table XX

The classification of the students' ability in reading comprehension.

No	Ability levels	Score	Frequency	%
1	Excellent	90-100	2	7.40
2	Good	80-89	1	3.70
3	Fairly Good	70-79	5	18.51
4	Fair	60-69	4	14.81
5	Poor	0-59	15	55.55
			N=27	100 %

From the table above, we can see that there are five categories stated as the level of students' ability in reading comprehension. Two students get excellent category with percentage 7,40 %, one students get good category with percentage 3.70, five students get fairly good with percentage 18.51, four

students get fair with percentage 14.81, and fifteen students get poor with percentage 55.55.

3. The Factors Influencing Students' Reading Comprehension

The outcome of the questionnaires is used to answer the second formulation of the problem. It is about factors the influence students' reading comprehension. It can be seen from the following explanations:

- a. Some of the students were rarely ask their friends when they got difficulty in understanding a paragraph of reading text. It can be seen that 33 % students stated that they sometimes ask their friends when they got difficulty in understanding paragraph.
- b. The frequency of the lecturer in explaining the material clearly is categorized to sometimes with percentage 65.92%.
- c. Some of the students were confused in determining main idea in reading text. It can be seen that 41 % students state often confused in determining main idea in reading text.
- d. Most of students confused to find factual information and identify reference in reading text. It can be seen from 48 % students stated often confuse to find factual information and identifying reference in reading text.
- e. Most of the students were confused to make reference and restate the idea in reading text. It can be seen that 44 % students stated confused to make reference and restate the idea in reading text.

- f. The frequency of the teacher gives some techniques in comprehending reading text is categorized to sometimes with the percentage 44 % .
- g. Some of the students often learn reading text before the teacher in give explanation. It can be seen that 48 % students answerd often.
- h. The students often got difficulty in understanding part of paragraph. It can be seen that 52 % students answered often
- i. The students were sometimes confused in recognizing the topic sentence. It can be seen that 52 % students answered sometimes.
- j. The students often made group discussion in comprehending reading text. It can be seen that 45 % students answered often.
- k. The students sometimes read kinds of book to improve their ability in comprehending reading text. It can be seen that 48 % students answered sometimes.
- l. The reading books were sometimes available at the library. It can be seen from 52 % students answered sometimes.
- m. The students sometimes joined extra course to improve their reading comprehension. It can be seen that 44 % students answered sometimes.
- n. The students have enough time to review reading subject at home. It can be seen that 48 % students answered often.

It can be concluded that there are many factors influenced students' ability in reading comprehension, either internal or external factors. The internal factors are related to students' knowledge, spirit, and efforts to enrich their knowledge.

And external factors come from the way of the teacher in teaching reading and their environment.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

The conclusion of the research is based on the outcome of the data analysis that can be seen as follows:

1. The category of the students' reading comprehension at the second year of natural sciences program of MAN 1 Pekanbaru is POOR. It can be seen that the average score of the test is 55.37.
2. The students' reading comprehension is influenced by internal and external factors that can be seen as follows:

- A. Some of the students rarely asking their friends when they get difficulty in understanding part of paragraph of reading text. It can be seen from 33 % students state sometimes ask their friend when they get difficulty to understand part of paragraph if reading text.
- B. Some of the students confuse in determining main idea in reading text. It can be seen from 41 % state often confuse in determining main idea in reading text.
- C. Some of the students confuse to find factual information and identifying reference in reading text. It can be seen from 48 % students state often confuses to find factual information and identifying reference in reading text.

- D. Some of the students confuse to make reference and restate the idea in reading text. It can be seen from 44 % students stated confuse to make reference and restate the idea in reading text.
- E. Some of the students rarely study reading text before the teacher gives explanation. It can be seen from only 48 % student answer often.
- F. Some of the students seldom make group of discussion in comprehending reading text. It can be seen from only 45 % student answer often.
- G. The students sometimes join extra course to improve their reading comprehension. It can be seen from 44 % students answer sometimes.

B. Suggestion

It is necessary to contribute some suggestion to make the process of teaching and learning become well.

1. Suggestions for Teacher

The teacher should explain the reading subject clearly. The teacher is expected to give more explanation and attention to the students who have problems and difficulty to understand reading comprehension on text. And the teacher is expected to give supports to the students.

2. Suggestions for Students

The students are expected to be more creative and study harder to enrich their knowledge especially in understanding reading comprehension. And the students should be active in teaching and learning process. And the students should join extra course to improve their reading comprehension especially in reading components.

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